# Final Report:
# United States Coast Guard
# Enlisted Career Development Program
### Preparing the Enlisted Workforce for the 21$^{st}$ Century

# <u>Recommendations for Implementation</u>

This is a summary of recommendations resulting from the research and analysis of the following studies and subsequent service-wide focus groups:

- Nonrate Workforce Structure Study (NWSS)
  - Company Commander Needs Assessment (CCNA)
    - Petty Officer Development Initiative (PODI)
      - Chief Petty Officer Needs Assessment (CPONA)

The summary is divided into 7 sections that parallel career progression sequence from time of initial entry to advancement to senior enlisted levels: 1) Recruiting, 2) Recruit Training, 3) Company Commanders, 4) First-Unit Performance, 5) Petty Officers, 6) Chief Petty Officers, and 7) General Recommendations. Each of the sections is further subdivided into functional areas containing individual, databased recommendations.

Before reading the recommendations, it is important to understand the following points:

a) Coast Guard enlisted, officer, and civilian personnel have been doing a great job in recruiting, training, and developing our enlisted workforce. What they have lacked is a comprehensive program that ties their efforts together and robust data upon which to make decisions. This package fills both of those needs.

b) All the recommendations are databased and are written in a forthright and frank manner so that their meaning is clear. If at any time the reader infers that they suggest past wrongdoings, please reread point a.

# __Section 1   Recruiting__

These recommendations resulted from the NWSS, Phase 2.  Many of these recommendations are predicated on NWSS research and analysis that identified core competencies—knowledge, skills, attitudes and abilities (KSAA's)—that are needed to be a successful recruiter.  Others stem from systemic or environmental obstacles in achieving desired recruiting outcomes.  These core competencies, combined with an analysis of the current selection process and job incentives, provided the basis for a coordinated set of recommendations to assist the Service in attracting and selecting the best-qualified people for the job of recruiter.  The findings and recommendations are organized into the following subsections: Recruiter Selection and Development, Recruiting Organization and Structure, Recruiting Support/Tools, Marketing Programs and Incentives, and Removing Barriers.

1.a. Recruiter Selection and Development

    1.a.1. New Resident-Based Recruiter Training Curriculum: Identification of recruiter core competencies revealed gaps in the current process of training and qualifying recruiters.  With the assistance of the Recruiter School Chief and several experienced recruiters, the NWSS team developed new resident-training terminal performance objectives (TPO's) to target recruiter needs.  Two significant areas of improvement involve sales/marketing and setting realistic expectations.  The value of sales/marketing is obvious, and setting realistic expectations is an essential factor in creating motivation.  Having an accurate picture of CG life is a crucial part of recruit/nonrate motivation; this must be coupled with an expectation to succeed and a belief in the value thereof.  Thus, recruiters must set accurate and relevant expectations early for prospects.  This will require a shift in recruiter training from the present emphasis on a recruit's experience in Recruit Training (first 8wks) to a focus on his/her career (4+yrs).  The Recruiter C-School curriculum should be redesigned to incorporate all new resident-based TPO's.

    1.a.2. New PQS for Recruiters: Recruiters should be provided with on-the-job PQS based on non-resident TPO's derived from recruiter core competencies.  The KSAA's that are not covered by the resident-based training course will be covered in this new PQS.  Recruiter PQS will be provided to the Recruiter after attending resident based training and should be completed within six months of arrival at the recruiting office.

    1.a.3. Remove Assignment Barriers: Motivation and incentive barriers must be minimized to attract the best candidates to this profoundly influential job.  In addition to the following recommendations, the Enlisted Advancement Study Team (EAST) should investigate ways to eliminate harmful effects on advancement from this out-of-specialty assignment:
        1.a.3.a) Assignment preference for follow-on assignment,
        1.a.3.b) Academic credit for Recruiter C-School,
        1.a.3.c) SDAP at least on a par with other Services,

1.a.3.d) <u>Allowances</u> for uniform/dry cleaning/haircuts

1.a.4. <u>Screening of Recruiter Candidates</u>: Aptitude interviews (such as those developed by the Gallup Organization) should be used in screening candidates for the job. Attitudinal/psychological instruments should be used to filter out candidates unsuited to sales and marketing work.

1.b. <u>Recruiting Organization and Structure</u>

1.b.1. <u>Relocate Recruiting Offices</u>: Many recruiting offices are not located where they can achieve best results. Recruiting offices should be relocated to areas based on such factors as high population density, minority population density, propensity for military enlistment, and proximity to CG units in order to improve recruiting efficiency and results. Similarly, office staffing should be based on these same variables. Relocation will also provide for more appropriate quota assignment to recruiting offices by tying quota allocations to objective recruiter productivity standards.

1.b.2. <u>CG Recruiting Center (CGRC) Organization</u>: Sectors leaders, supervisors, and support personnel should be located in their geographic sectors instead of CGRC. Lack of direct observation, travel limitations, and time zone differences hinder effective leadership under the current structure. leaders, supervisors, and support personnel could be collocated with CG District offices, activities, groups, etc., to provide additional benefits such as easy access to PERSRU's, clinics, and exchanges.

1.b.3. <u>Organizational Control</u>: The current recruiter measure of success is based on numbers of applicants shipped to Recruit Training. This conflicts with TRACEN Cape May's accountability for numbers of Recruit Training graduates. The current organizational structure (e.g., separate Flag Officers for Recruiting and Recruit Training) exacerbates this problem. Consistent with practices of other Services, both CGRC and Cape May should be accountable to the same Flag Officer for the same results (numbers graduating Recruit Training) to place the emphasis on the common goal of producing nonrates ready for service in the Coast Guard.

1.c. <u>Recruiting Support/Tools</u>

1.c.1. <u>Recruiting Database</u>: Information concerning recruiter and marketing effectiveness is lacking. A database should be developed to track recruiter productivity, return on investment for marketing, etc. to provide for appropriate improvements based upon objective data.

1.c.2. <u>Leverage Technology</u> to increase recruiter effectiveness. Recruiters are currently tied to ineffective "storefront" operations rather than being fully enabled to go where the prospects are. Moreover, in view of the importance of setting realistic expectations (discussed in 1.a.1. above), recruiters need ready access to relevant information whenever and wherever needed. Recommendations include:
1.c.2.a) <u>Maximize recruiter mobility</u> by creating a "virtual office" through use of

cell phones, laptops/modem, etc.

1.c.2.b) Develop a Recruiter Electronic Performance Support System (EPSS) to simplify and streamline the recruiting process while meeting the needs of both the recruiter and the prospect. The EPSS would contain required forms that could be processed on the spot or back at the office enabling recruiters to capture prospect information quickly and professionally. The EPSS would also provide information, pictures and video that can be tailored to the prospect's wants and needs. It would further provide a virtual roadmap for areas of special interest to the prospect (i.e., benefits, jobs, career opportunities, etc.). For example, if a prospect is attracted to the CG due to an interest in flying, the EPSS could lead the prospect through a self-paced tour highlighting aviation job/rating information, required ASVAB scores, career path, CG air frames, geographic assignment information, etc. The technology and software needed to produce this EPSS is

1.c.2.b) (cont'd)

readily available and the use of an electronic "job picture" is an area of much emphasis and innovation among other Services.

1.d. Marketing Programs and Incentives

1.d.1. Align Marketing Programs: Local marketing practices are not aligned with national marketing efforts. All efforts should support one vision; therefore, a standard format and approval process for local marketing plans is required. Marketing products should be geared toward local target populations.

1.d.2. Guaranteed A-School Program should be significantly expanded to allow for earliest possible rating selection/assignment. Currently, CG is alone among Armed Forces in requiring a nonrate tour before career path decision/A-school. NWSS analysis did not find that nonrates benefit from delayed rating affiliation. In addition, evidence suggests that it is a corporate myth that nonrates make pure, unbiased career-choice decisions by being exposed to various ratings during the first tour. To the contrary, the rating choice is unduly influenced by the supervisor, a desire to minimize sea duty, etc. Moreover, current practice discounts aptitudes, long-term career decision-making, and inhibits matching entry-level people to forecasted ratings needs. Associated possibilities are:

1.d.2.a) General guaranteed A-school recruitment with 6-year contracts.

1.d.2.b) Establishment of a smaller "unaffiliated" nonrate pool, similar to that of the Navy, composed of those who will serve in what we consider our traditional nonrate first-tour assignments under a 4-year contract. This pool is to fill required nonrate assignments and is for those who do not make a career choice, are unable to qualify for a desired rating, or are otherwise unable to get a slot in a rating of choice.

1.d.2.c) Establishing a core-and-strand approach in Recruit Training, similar to that of the Navy, that branches into separate tracks for A-school-bound recruits and those that are "unaffiliated" after a common indoctrination period.

1.d.3. Involve All of Team Coast Guard in Recruiting: Institute an "Every-Coastie-is-

a-Recruiter" program. Emphasize that recruiting is everyone's responsibility, not the job of a few specialists. In conjunction:

> 1.d.3.a) <u>Permissive Orders</u>: Allow units to provide 1-day permissive orders to members on leave for recruiting purposes (e.g., visits to high schools, civic groups, etc.).
>
> 1.d.3.b) <u>Awards</u>: Authorize Director of CG Recruiting to award the COMDT LOC for voluntary recruiting efforts of members.
>
> 1.d.3.c) <u>Available Materials</u>: Have standard pre-prepared package of recruiting materials available to participants.
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> 1.d.3.d) <u>Ensure feedback/evaluation</u> system to gauge ROI for this program.
>
> 1.d.3.e) <u>Field unit assistance</u> to recruiters should be formally established as a vital Service mission.

1.d.4. <u>Strengthen ties between G-CP (Public Affairs) and CGRC</u>. Establish PA billets in recruiting offices to improve professionalism of marketing/communications in recruiting operations.

1.e. <u>Removing Barriers</u>

1.e.1. <u>Better management of applicants in a "caretaker" status</u> could significantly reduce pre-shipping attrition. Shortening or eliminating this period or making changes to effectively prepare applicants for Recruit Training will result in greater retention of qualified applicants thereby improving recruiter throughput. Both of these options should be further explored in follow-up analysis.

1.e.2. <u>Review and Validate Medical Standards</u>: Medical Standards are inconsistently applied at pre-enlistment MEPS screening and post-enlistment Recruit Training screening; this results in costly, otherwise avoidable attrition after arrival at Recruit Training. Presently, the CG spends $1M/yr for MEPS screening for which the CG may not be getting full value. Standard, consistently applied medical criteria should be based on a complete review of the Coast Guard's needs.

## <u>Section 2    Recruit Training</u>

NWSS (Phase 1) research and analysis identified knowledge, skills, attitudes and abilities (KSAA's) required of nonrates.  These attributes of the ideal nonrate, defined by both the organization and the field at large, provide a solid foundation for Recruit Training that will prepare these entry-level members for their first assignment and for a successful career of Coast Guard service.  By encouraging recruits to see themselves as Coast Guard men and women, the new curriculum will build one of the most important foundations for career-long performance and motivation—Identity Formation.  Toward this end, the recommended changes to the curriculum are significant—not only in *what* recruits are trained in, but even more so in *how* they are trained.  The duration of the new Recruit Training curriculum should be commensurate with curriculum redesign; this up-front investment is too important to be driven by arbitrary time constraints (pre-design estimated duration is 8-10 weeks).  The recommendations are organized into the following subsections: The Curriculum, Career Planning, and Supporting Elements.

2.a. <u>The Curriculum</u>

   2.a.1. <u>Complete Recruit Training Process Redesign</u>: By threading new learning objectives throughout the Recruit Training experience, rather than employ the historical test-and-forget method, development and implementation of associated training will be dramatically improved.  Training objectives will no longer be conveyed in discrete segments, but will be imparted throughout Recruit Training to enable recruits to internalize knowledge, develop skills, form attitudes, and acquire abilities needed to embark on a successful career.  <u>Motivation—a New Approach</u>: The data shows that there is a significant gap between what field supervisors expect and what some nonrates demonstrate in terms of general motivation.  Supervisors regard motivation as the "most important" of all nonrate attributes or skills.  Motivation can be significantly influenced by the way in which training is conducted.  The driving goal of Recruit Training must be to build future CG members, not to tear down former civilians—building motivation, rather than probing for weaknesses, must be behind every facet of Recruit Training.  Recommend revamping Recruit Training instruction to impart new TPO's in the manner described above.

   2.a.2. <u>Theme-Based Recruit Training</u>: Recruit Training should be infused with pervasive themes including Values, Pride, History, Heroes, and CG Culture—i.e., Motivation, Assimilation, Identity Formation as a member of the CG.  These must be reinforced outside of Recruit Training at field units.  Just as USMC Basic Training revolves around a set of historical events and heroes, the CG curriculum should focus on actual CG heroes and endeavors, past and present.  By emphasizing the values that they exemplify, the challenges that they overcame, and the legacy that they have left for the new recruits to build upon, Recruit Training can effect in each recruit a personal transformation anchored in heritage.  Such a transformation is paramount to skills development at this stage—being the right person will lead to doing the right thing.  Recommend incorporation of these themes and methods into Recruit Training.

2.a.3. <u>Culminating Event</u>: Based on optimal KSAA's and the themes discussed above, a culminating event should be instituted in Recruit Training. This (USMC) Crucible-/(USN) Battle Stations-like experience would forge and refine the concepts above. More than a "final exam," this event is the defining moment at which a recruit makes the transformation to "Guardian of the Sea."

2.a.4. <u>New Training Aids</u>: Recommend providing various new training aids needed to support new Recruit Training skills development. A key training aid involves a ship mock-up (similar to that used by the Navy at TRACEN Great Lakes) for high-fidelity, all-weather, performance-based seamanship and watchstation training. A rough order-of-magnitude cost to construct this mockup is approximately $600K. Another option is using a decommissioned cutter as a static display platform. Although docking spaces may be an issue, possible rough cost would amount to approximately $250K annually, not including transit and shore-tie costs.

2.a.5. <u>Fitness/Wellness Program Redesign</u>: Development must be two-pronged: 1) need to train to generic physical standards solidly linked to job requirements, and 2) need to tailor personal program to foster life-long habits that enhance fitness/wellness of recruits individually. The premise is that all recruits need to be physically able to do the job of a nonrate. However, a single standard means that while some are challenged to improve, others are not. The desired state is that all recruits develop an overall fitness and wellness regimen that becomes a personal, lifetime pursuit. Recommend thorough analysis by G-WKH to develop this two-tiered approach.

2.b. <u>Career Planning</u>

2.b.1. <u>Career Expectations</u>: Realistic expectations are critical at every step of the accession system. Since this is a major contributing factor in creating motivation, better career planning in Recruit Training is essential. As a BM3 noted during a focus group, "We can't spend enough time helping people make smart career decisions." Recommendations in support of this include:

   2.b.1.a) <u>Electronic library/computer lab</u> should be established at Cape May to provide complete and current information on careers and career growth requirements and opportunities.
   2.b.1.b) <u>Force Manager involvement</u> needs to be institutionalized in Recruit Training to ensure the most current and accurate rating information possible is available to recruits.
   2.b.1.c) <u>The sponsorship program</u> needs to be overhauled. Recommend including the latest and complete unit/geographical data in electronic library mentioned above. Also, Cape May should maintain active liaison between Recruit Training staff and units that will receive graduates.
   2.b.1.d) <u>E-3 courses</u> should be distributed to all recruits before graduating from Recruit Training rather than after reporting to first unit.

2.b.2. <u>Move FN vs. SN decision</u> to a point as early as possible in Recruit Training. This is closely linked to item 1.d.2. concerning the desirability of front-end rating decisions.  In addition,

    2.b.2.a) This must be an <u>individual choice</u> (notwithstanding Service needs).
    2.b.2.b) This should result in <u>SR's and FR's in Recruit Training</u>.

2.b.3. <u>Graduation Leave</u>: Ensure that recruit graduation leave is adjusted to avoid having nonrates report to first unit on a Fri/Sat/Sun (i.e., "First 72 Hours" concerns).

2.c. <u>Supporting Elements</u>

2.c.1. <u>Establish the Nonrate Advisory Committee (NAC),</u> successor to Enlisted Recruit Training Advisory Committee (ERTAC), as a body that regularly monitors the effectiveness of Recruit Training in developing nonrate performance.  In conjunction with a formal charter institutionalizing this role, recommend that the NAC

    2.c.1.a) <u>Measure the "product quality" of Recruit Training</u> on a continual basis working in close partnership with the Performance Technology Branch at TRACEN Cape May.  To this end, new external evaluations for Recruit Training must be tied directly to the NWSS-established and NAC-monitored nonrate optimals.
    2.c.1.b) <u>Ensure that curriculum changes are data-based</u>, predicated on established ideal attributes for nonrates, rather than subjective, reactionary adjustments that will ultimately detract from the real business of Recruit Training.  Any new performance objectives must be the result of new nonrate optimals.

2.c.2. <u>Relocating SN and FN Force Managers</u> under G-WTL, rather than G-OCU and G-SRF respectively, would shift their emphasis more toward development rather than operations/engineering.  This change in focus would be appropriate and beneficial for these entry-level enlisted members.

# Section 3    Company Commanders

The findings and recommendations of this section were derived from CCNA, the research and analysis of which identified core competencies that are required of a successful Company Commander (CC).  The CC is the single most important variable in the Recruit Training equation.  This position is too critical to be filled by anyone representing less than "the best"; recruits must be "imprinted" with only the best of CG role models. In this regard, it is one of the most important jobs in the Coast Guard.  The findings and recommendations are organized into the following subsections: CC Selection and Development and Structure and Resources.

3.a. <u>CC Selection and Development</u>

   3.a.1. <u>New Roles</u>: Overemphasis on the CC's role as disciplinarian is counterproductive to their motivational mission.  Instead, the CC should be thoroughly prepared to serve in multiple roles as coach, role model, instructor, supervisor, expert, career counselor, *and* disciplinarian.

   3.a.2. <u>New techniques and models</u> should be employed by CC's to better motivate, socialize, and instill Coast Guard values in new recruits.  These new motivation and socialization models, based on established principles and current research, move the motivation/socialization process from a short-term behaviorist model to a long-range eclectic model.

   3.a.3. <u>New Resident-Based CC Training Curriculum:</u> The CC C-School curriculum should be redesigned to incorporate all new resident-based TPO's recommended by the CCNA.  Identification of CC core competencies revealed gaps in the current process of training and qualifying CC's.  The CCNA developed completely new resident-training TPO's to target identified CC needs.  This proposed redesign of CC training will better link development of CC knowledge, skills, attitudes, and abilities to the new Recruit Training TPO's and will prepare CC's for their new roles and methods discussed above.

   3.a.4. <u>New PQS for CC's</u>: CC's should be provided with on-the-job PQS based on non-resident TPO's derived from the CC core competencies.

   3.a.5. <u>Screening of CC's</u>: Aptitude interviews (such as those developed by the Gallup Organization) should be used in screening candidates for the job. Attitudinal/psychological instruments should be used to filter out candidates unsuited to the unique requirements of this job.

   3.a.6. <u>An annual training camp</u> should be conducted for personal assessment/screening of candidates before commencing company commander school.

3.a.7. <u>Fully-Qualified Status</u>. Reassign (vice recirculate) company commanders who fail to qualify.  Company commander billets must be filled with fully qualified members.  Reassign company commanders who lose their quals for cause.

3.a.8. <u>Remove Assignment Barriers</u>: Motivation and incentive barriers must be minimized to attract the highest caliber candidates to this profoundly influential job. In addition to the following recommendations, the Enlisted Advancement Study Team (EAST) should investigate ways to eliminate harmful effects on advancement from this out-of-specialty assignment:

   3.a.8.a) <u>Assignment preference</u> for follow-on assignment,
   3.a.8.b) <u>Academic credit</u> for company commander C-school,
   3.a.8.c) <u>SDAP</u> at least on a par with other Services,
   3.a.8.d) <u>Allowances</u> for uniform/dry cleaning/haircuts

3.b. <u>Structure and Resources</u>

3.b.1. <u>An Electronic Performance Support System (EPSS),</u> providing clear policy, procedures, and advice anytime day or night, should be provided to company commanders along with other necessary resources and problem-solving tools.

# Section 4    First-Unit Performance

The NWSS analysis identified the knowledge, skills, attitudes, and abilities that nonrates should possess upon graduating from Recruit Training as well as those that they should develop at the first unit after entering the field.  This allows for a proper division of responsibility of nonrate development between Recruit Training and field units.  Nevertheless, it is the responsibility of the entire CG to continue in the development and mentoring of our junior enlisted troops.  Our internal communications media, such as "CG Magazine," should strive to reinforce the themes and objectives imparted at Recruit Training.  The first unit in particular must cultivate the seeds planted at Cape May; we must eradicate the mentality that nonrates should "forget everything you learned at Boot Camp."  Subversion of initial indoctrination will undo the best recruit training.  Remember the "Three-Team Commitment": Recruiting, Cape May, and the First Unit must be full-fledged partners, not disjointed components of accession.  Specific first-unit recommendations are included below under the categories of Career Motivation and Development.

4.a. Career Motivation

    4.a.1. Eliminate minimum Time-In-Grade (TIG) for E-2 advancement to E-3 since this negatively affects reinforcement of motivation and initiative.  As previously discussed, building and reinforcing motivation is a preeminent concern in the development of our most junior people.  Arbitrarily holding back advancement of those with high initiative, ambition and performance is counterproductive to this end.  We are presently recruiting members directly into the Coast Guard at paygrade E-3 without regard for prerequisite time-in-service requirements.

4.b. Development

    4.b.1. New Unit-Specific PQS should replace one-size-fits-all Performance-Based Qualifications for E-3.  The NWSS indicated that generic performance qualifications at the E-3 level were impractical due to the predominant emphasis on attitude over skill and the short time elapsed since receipt of Recruit Training.

    4.b.2. New SN and FN Courses should be developed to reflect NWSS-defined nonrate on-the-job performance requirements.

# Section 5    Petty Officers

Leadership support should be provided where it most counts for nonrates, at the junior petty officer level. As one member noted during a focus group, "Our leadership training is upside down, we train officers but not junior enlisteds." Yet, in reality nonrates have much greater day-to-day dealings with junior enlisted supervisors than with officers. Furthermore, because competencies required of CPO's cannot all be imparted at the E-6-to-E-7 transition point, they must be the culmination of development all along the way on the career path. This is why the PODI is so crucial in building the foundation at the mid-grade enlisted levels. The PODI prescribed leadership-related performance requirements by matching each of the 21 leadership competencies, established by Leadership Workgroup 2, to the rates in which they become effective. The PODI also prescribed the means for competency development to be provided through appropriate professional growth interventions such as A-schools, Striker Program, General Military Requirements (MRN's) including Performance-Based Qualifications (PBQ's) and knowledge elements of advancement courses. Associated recommendations fall under the heading of Development.

## 5.a. Development

5.a.1. <u>A-School Leadership Training</u>: An analysis of the A-school leadership program should be conducted to better define actual leadership needs at the E-3 level. Research consistently indicated that the "leadership" most often affecting nonrate performance is from junior petty officers rather than officers and chiefs. Previous work in this area serves as a good starting point; however, a reassessment is in order since this must be put in context of the entire ECDP progression of professional development.

5.a.2. <u>Strikers and Direct-Accession Petty Officer Leadership Training</u>: Each petty officer candidate, including those who do not attend A-school (i.e., Strikers and Direct-Accession Petty Officers) should be required to complete the same resident-based leadership module as A-school students. All petty officers require this common leadership foundation.

5.a.3. <u>Leadership Training at the E-5 Level</u>: The Leadership and Management School (LAMS) should be retargeted to the E-5 level. This paygrade represents the "forgotten middle" of the enlisted ranks in which the exercise of leadership has traditionally been expected without corresponding leadership development support. LAMS should be structured in resident, exportable, or distance modes as appropriate in order to afford this training to *all* E-5's upon advancement.

# Section 6    Chief Petty Officers

CPONA research and analysis identified knowledge, skills, attitudes and abilities (KSAA's) required of E-7's thereby providing a solid foundation for the CPO Academy. This PODI foundation and the CPONA emphasis on bridging the gap from intermediate to senior enlisted grades will help ensure the best preparation for our senior-most enlisted leadership.  Recommendations again fall under the area of Development.

6.a. Development

6.a.1. Develop a Completely New CPO Academy: The CPO Academy's resident-based instruction has been redesigned in conjunction with a shift in the target population from E-8's to new E-7's making the transition from E-6.  The new curriculum, based on the optimal KSAA's for CPO's, should serve as "pipeline training" for entry into the Chiefs Corps.

6.a.2. Conduct a Senior Enlisted Needs Assessment (SENA): The SENA project should be funded and implemented to complete the ECDP series at the top end of the enlisted spectrum.  This study should also develop the requirements for the Command Master Chief and Career Information Specialist programs and ensure they are in compliance with Public Law 85-422 422 (which established the E-8 and E-9 paygrades) while meeting the needs of the Coast Guard.

# <u>Section 7    General Recommendations</u>

Finally, this section contains recommendations that do not fit entirely within one of the six previous sections.  They are recommendations that surfaced very clearly in the ECDP analyses, but apply throughout the entire enlisted spectrum.

7.a. <u>Create a basic HR database</u> to capture information that will allow the CG to make sound business decisions to reverse harmful trends or enhance positive influences.  Examples of invaluable information that must be collected and tracked over time include: reasons for enlistment, reasons for recruit attrition, reasons for RELAD (at every level), reasons for reenlistment (at every level), etc.  Structured data will enable course corrections based on objective, rather than anecdotal, evidence.

  7.a.1. <u>Training Analysis System (TAS)</u>: On a related note, we should support continued development of the TAS at Cape May to allow for multi-variable analysis of factors that indicate propensities and predictors for success or failure throughout the accession system.

7.b. <u>Continue to Improve Mentoring Program</u>: Conduct a needs assessment and create an evaluation mechanism for this program.  Repeatedly, the Mentoring program surfaced in the focus groups.  Widespread confusion about the current program, in the face of an obvious need for mentoring relationships in the development process, indicates the need for greater clarity and accessibility in order for this program to broadly help more of our people.

7.c. <u>Guaranteed Striker billets</u> should be greatly expanded.  This would be a significant recruiting tool related to discussion in section 1.d.2. above.  All nonrate billets at stations should be striker billets for applicants or SA's/FA's wishing to become BM/MK.  If nonrate advances to BM3/MK3 while at a station, do not reassign—allow member to complete tour.  This would help remedy the revolving-door problem at stations thus providing for greater stability of the stations' workforce.  Stations presently have little incentive to develop nonrates who rotate upon advancement to E-3.  If a nonrate is assigned to a station after initial 2yrs. afloat (per existing policy), a minimum 1-yr. follow-on tour length should be required at the station to further improve return on investment for the professional development of nonrates.

7.d. <u>Redesign Enlisted Performance Evaluation Forms (EPEF's)</u> to reflect optimals (KSAA's) defined by NWSS and CPONA.  Task the Enlisted Advancement Study Team (EAST) with ensuring this basic linkage between the performance we require/expect and that which we evaluate.

7.e. <u>Analyze the CG Personnel Qualifications Standards (PQS) and Job Qualification Requirements (JQR) system</u> to ensure consistent and coordinated oversight.  This alignment should be at both the organization and job level; written policy should clearly outline and support organization-wide performance requirements, and PQS tasks should be directly linked to a member's job performance.  Furthermore, the analysis should

7.e. (cont'd) identify gaps in PQS/JQR standardization and qualification criteria at the unit level.  Finally, the analysis should provide recommendations concerning database management identifying the ideal method and means to capture, store, and retrieve a member's record of personal qualifications as they progress in their career.

7.f. <u>Analyze the Enlisted Ratings Performance-Based Qualification (PBQ) System</u>: A complete overhaul of this system is required; the current system provides no standard way to create or revise a PBQ associated with a rating.  The system is inflexible and inadequate with numerous problems involving sign-off procedures, qualifications waivers, access to quals-related equipment, old technologies, etc.  As the means by which we document the performance requirements of each rate and rating, PBQ's are a critical element of our Human Resources System.  An analysis to reengineer the system—leading to new procedures to create, change, complete, sign off, and document PBQ's—should be conducted to ensure a completely performance-based set of quals (PBQ's) for every rating.

7.g. <u>Redesign of Non-Resident-Based Military Requirements (MRN) Courses</u>: The MRN system for developing Coast Guard knowledge is not adding value in its current form.  MRN's provide an opportunity to have our members study important information for their own development and for instilling our history and culture.  Recommend developing MRN courses that have been designed for all levels E-3 to E-7, anchored by NWSS and CPONA optimals, with each successive module building upon the previous modules.  These should be compiled in a single-source MRN reference to be distributed to all enlisted members of all paygrades (similar to USAF handbook).

7.h. <u>MRN Performance-Based Qualifications (PBQ's)</u> should be changed for E-3 to E-7 by designing new on-the-job PBQ's that develop toward mastery of the prerequisite skills for a chief.  In conjunction with this, MRN-PBQ performance checklists should be developed for the units to use as sign-off job aids that provide examples of what performances should include.

7.i. <u>Review Nonrate Billets</u>.  A sub-team of the NWSS, working with representatives of Workforce Planning (G-WR-2), studied nonrate occupational analysis data and identified the amount of work done by nonrates that is unproductive to their career development.  This work primarily involves janitorial, grounds-keeping, and data-entry activities at non-afloat units.  Based on a unit-specific conversion of work hours to FTE, about 275 billets were identified as candidates for reprogramming by finding alternative sources for the non-career-oriented work.  Recommend that the appropriate Program/Facility Managers review the work-hour conversions and assess feasibility (including cost effectiveness of alternative sources of labor) of reprogramming nonrate billets in question.

7.j. <u>Establish a HQ Implementation Team</u> for all ECDP implementation efforts.  The team would be charged with oversight, coordination, and integration of all ECDP recommendations approved for implementation.  The Performance Consulting Division (G-WTT-1), having served as overall planner, coordinator, and leader of the ECDP analyses, should develop a charter for this team complete with resource requirements needed to implement approved recommendations.